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AUTHOR Eide, Kjell
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ABSTRACT

Educational researchers, planners, and policy makers from both developed and developing nations met to present papers on and discuss the topics of information and communication in educational policy and planning. This symposium report, one of a series of Unesco reports, summarizes their papers and discussions. There are four main topics. The first topic is the problems encountered by the educational policy-makers and planners in obtaining and utilizing information. Most countries have a need for wider participation in educational decision making. Conventional forms of international dissemination of educational information are not meeting this need for they tend to reach only a small elite at the national level. A second topic discussed was ways and means to select and disseminate relevant information. Participants from Japan, the Soviet Union, and the Netherlands described their educational information systems. By contrast, another participant talked about the difficulties of an African country such as Ghana in obtaining valid information about conditions relevant to education. The third topic discussed was the international exchange of information. One idea that was appealing to several participants was that of regional networks. The last topic discussed by the symposium is Unesco's role in the diffusion and utilization of relevant information. Training of personnel was one recommendation. (Author/RM)

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SYMPOSIUM ON FUTURE PROGRAMMES OF INFORMATION AND COMMUNICATION IN EDUCATIONAL POLICY AND PLANNING

Unesco, Paris, 21-25 November 1977

SYNTHESIS REPORT

by

Kjell Eide
Rapporteur

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FOREWORD

As was agreed unanimously by Unesco's General Conference at its 1976 session in Nairobi, studies and information focusing on educational policies, planning and the management and evaluation of educational reforms rank among the priorities of the Organization's educational activities. Dissemination of information is potentially an important activity to complement and strengthen effective technical cooperation between Member States.

Within this framework, it was decided to distribute more widely the abundance of technical information produced by Unesco regarding educational policy, planning, administration and facilities. Such information is generated by expert seminars, project preparation and evaluation, educational planning missions requested by Member States, etc. The Division of Educational Policy and Planning is therefore reproducing selections of this material under the general title of "Reports and Studies" and is disseminating copies to persons who may find them useful in their work.

These "Reports and Studies" are of two types : those with a subject orientation (numbered S.1, S.2, etc) and those with a country orientation (numbered C.1, C.2, etc). The subject papers deal with such topics as educational policies and planning, educational administration, educational facilities, international cooperation in education, relations between education and work, education and the New International Economic Order, etc. The country papers are either brief profiles of the educational system of a country, with a focus on the twenty-five least developed countries, or deal with one specific aspect of the educational system of the country concerned.

Some of these papers are desk studies based on information already available in Unesco ; others are occasional staff papers, reflecting upon priority areas in the Division's programme. The series is intended for field programme officers of Unesco's Operational Division and other colleagues at Unesco Headquarters, for Unesco field experts, Regional Offices, interested organizations and institutions outside Unesco, and in general for the interested public.

The papers have been selected because of the professional interest of the ideas presented therein. We wish to stress that they are an expression of the ideas of their individual authors and they do not necessarily represent the opinions or policies of Unesco. Readers should also keep in mind that the authors have frequently prepared this material in a language that is not their own.

We trust that these "Reports and Studies" will form one of the first links in the networking services in educational policy, planning, administration and facilities which Unesco is about to launch.

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Introduction

The symposium, which was attended by researchers, planners and policy-makers in education from both developed and developing countries (see Annex I for list of participants) elected as its Chairman, Mr. E.E. Ekuban (Ghana), as its Vice-Chairman, Mr. P. Mándi (Hungary) and as its rapporteur, Mr. K. Eide (Norway). The meeting decided on its methods of work following the time-table proposed by the secretariat (see Annex II) and was guided by documentation which comprises both methodological studies and country studies related to the topic (see Annex III for list of documents).

The problems relating to information and communication in educational policy and planning are innumerable, and often very complex. This is the most firm conclusion that can be brought out of the UNESCO symposium. A wealth of facts, viewpoints and suggestions were brought forward during the five days. Yet, in retrospect one can see that this seminar was only able to scratch the surface of most of the essential questions relevant to the issue.

This can hardly be blamed on UNESCO, the participants or the efficient chairman of the symposium. We were faced with a largely unstructured field of problems, truly interdisciplinary in character, and lacking a room of its own in national or international bureaucratic structures. We were dealing with an essential element in the process of educational policy-making not only

at the central level, but also locally and at the level of each individual. At the same time, information is also an essential instrument for policy, under certain circumstances as effective as legal or financial policy measures. Many ambitious policy programmes have drifted astray from their intentions due to the lack of concern for one essential bottleneck factor: information and communication.

Four main topics were included in the agenda for the symposium:

> Problems encountered by the educational policy-makers and planners in obtaining and utilizing information
>
> National and international mechanisms for dialogue between producers and consumers of information at various levels of the decision making process
>
> Ways and means to disseminate and select relevant information and international information networks
>
> The role of UNESCO in identifying and filling existing gaps in the diffusion and utilization of relevant information

Before entering the discussion on those topics, however, members of the UNESCO secretariat had provided introductory briefings to the participants on what they expected from

the symposium. Partly, they expected to learn from the participants more about the problems as they were felt at the national level. From an exchange of views and experience on this point, the secretariat expected to be able to draw some ideas and advice as to the potential role to be played by UNESCO in this field.

As pointed out by one of the secretariat representatives, a subject of this nature could hardly be discussed without reference to the totality of communication in our societies, and the problem of achieving more balanced information streams at the national level. Another secretariat representative stressed the practical tasks involved: discussing how to collect, process and disseminate information, and assessing the potential for international collaboration in the performance of such tasks. Thus, already from the beginning, the symposium was faced with a fruitful tension between somewhat diverging views on how one could usefully handle a subject of this nature.

As could be expected, discussions on the four main agenda points tended to overlap, as none of the four main topics proved suited for discussion in isolation from the others. The apparent confusion ensuing from this was probably intended in the desigr of the symposium, and certainly proved fruitful in securing a multidimentional treatment of each topic. The meeting functioned as a symposium, not as a staff-meeting preparing bureaucratic decisions.

Reporting on the symposium, however, was not made easier by topically overlapping discussions. Probably, a more synthetic grouping of issues under debate will provide better means of communicating the richness of ideas presented, and the following report is structured accordingly.

National information streams

Located in key positions in national educational systems, the participants quite naturally emphasized their preoccupation with the proper functioning of information streams within their national context. Transfer of information from other countries was felt to be important, but did not represent the main problem in this context.

Furthermore, as already pointed out in the secretariat's basic paper (CONF. 803/2), the increasing emphasis in member countries on endogenous development added weight to the quest for national production and processing of information.

Related to this is the need felt in many countries for wider participation in decisions concerning educational matters. This underlines the need for two-way communi-

cation between various levels of decision-making, as well as for access to relevant information at all levels. As was pointed out clearly by several delegates, the conventional forms of international dissemination of educational information tend to reach only a small elite at the national level, located close to the top of the national power structure. This could well serve to increase the distance between the top decision-making strata and the rest of the population, and thus run counter to political intentions aiming at wider participation. In the context of the symposium, this dilemma built into the traditional role of international organizations, raised problems which many participants found difficult to overcome.

In the national context, the symposium was thus faced with the question of information needs at various decision-making levels, ranging from central government and its specialized planning agencies, to local decision-making bodies, educational institutions and individuals faced with educational decisions. At the same time, the symposium had to consider a wide variety of problems relating to the production of information, as well as to the selection and the structuring of relevant information - including the extremely tricky question of relevance to whom. Underlying all this was the fundamental question of the nature of the information provided. As recognized by many participants, information may act in a restricting

as well as a liberating way for the receiver.
As pointed out by one of the participants, the nature of information should be such as to make receivers think. Yet, one has to realize that quite often, information is provided in a way that could even reduce the receiver's inclination and capability for independent thinking.

Another dimension of the national information problems came out very forcefully in the confrontation between the situation of many developing countries and that of industrialized countries. In many respects, the contrast can be described as one between extreme scarcity of information on the one side, and affluence of information on the other. This inevitably puts a different flavour to the information problems felt by countries viewing them from drastically different initial situations.

Central collection, processing and dissemination of data.

Many of the papers by the participants dealt mainly with the way in which the more formalized structure of the educational system has organized its information flows. A typical example was the paper by Mr. Okamoto (Conf. 803/11), which outlined the main sources of data for the central educational administration in Japan, the agencies responsible for handling this information, and some of the means by which information is disseminated to the system as a whole, as well as to the broader public.

Another example of an information-rich, and highly structured information system, was provided by the paper of Mr. Zamurujev (Conf. 803/16), which described the centralized information system for higher education in the Soviet Union. This is clearly a most elaborate system of national data collection, combined with a dissemination system streamlined according to central ideas about institutional and individual needs, and securing a high level of efficiency through its extensive network of information specialists within the individual universities and faculties.

Other examples of how information-rich, industrialized countries handle central information tasks were provided by Mr. van Limburg (Conf. 803/15), who described particularly the collection of planning-relevant information in the Netherlands, and Mr. Mandi (Conf. 803/8), who described more broadly the various sources of decision relevant information in Hungary, emphasizing the need to reach decision makers at different levels, and to ensure better access to international information.

The final contribution from industrial countries was provided by Mr. Eide (Conf. 803/6), who stressed the interplay between formal information channelled mainly vertically through the educational system and informal information provided by mass-media, political and other organizations, personal contacts etc. He particularly

stressed problems of selection of relevant information in an information-rich country, and the power attached to the function of structuring information and legitimizing it as "relevant".

By contrast, Mr. Ekuban in his paper (Conf. 803/10), stressed the difficulties of an African country such as Ghana, in obtaining valid information about conditions relevant to education. Essential data for central planning was difficult to obtain, and a similar information shortage prevailed at more local decision-making levels. Mr. Quasem (Conf. 803/9) outlined a similar situation in Bangladesh, emphasizing particularly the need for qualified manpower, and for studies that could bring out essential facts about the educational situation in his country.

The situation of Kenya was described in a paper by Mr. Kinyanjui (Conf. 803/5), with particular emphasis on the potential for increased use of social science as a basis for policy making. Mr. Sulayti (Conf. 803/7) pictured in his paper corresponding problems in Bahrain, leaving possibly the impression that in small countries informal information channels may still, to some extent, substitute for more formalized information gathering.

Mr. Gohar of Egypt (Conf. 803/14) stressed the need for more qualified people in the handling of information in his country. He underlined that although extensive information dissemination took place, reliable knowledge on its effects was lacking. As regards Malaysia, Mr. Saleh (Conf. 803/3), provided a description of the formalized information flows within the hierarchical structure of central educational administration in his country.

Several participants stressed the key position of the central planning units in the collection, processing and dissemination of information, and not only in the context of a specific plan. There were some indications that industrialized countries have more division of labour in this respect, leaving less responsibility for primary data collection and dissemination of information to the central planning agency. Conditions of scarcity or affluence of information did not effect the emphasis to be put on selectivity. In a scarcity situation, it would come out more in terms of priorities for data to be produced, while in the situation of information affluence, judgements on relevance were essential for the selection.

Differing national situations and basic ideologies caused some difficulties in communication between the participants. Preferred criteria for selection ranged from deductions from central plan objectives, to concern for the interests of various groups in society, while

aims for dissemination ranged from specific powerful target groups to all those concerned by decisions. Clearly, this reflected differences in the conception of the planning function. At the one extreme, planning was seen primarily as a function of programming and control, ensuring maximum consistency in plan implementation. At the other extreme, planning was seen as a critical, pedagogical function, aiming at maximizing the learning capability of the system. Such basic differences in the conception of planning would quite logically call for highly divergent ideas about information policies relating to planning and decision-making.

Such differences also influence views on communication. Some participants were mainly concerned with information as a one-way stream, from producers through planners and decision-makers to the ultimate "consumers", whose main role would be to receive prestructured information and use it to regulate their actions. Others emphasized the need for two-way communication vertically through the educational system, on the assumption that insights gained at the "field" level are essential for central policy decisions. Others again saw formalized information streams within the established educational system as only one part of a much broader set of information streams, and were concerned about the relative balance between informal information mostly channelled outside the system, and formalized information channelled inside the system, in terms of their effect on final decisions.

There was clearly no basis for an agreement between the participants on the kind of information needed for central planning and policy making, nor on the most appropriate use of information as a policy instrument. Such an agreement, however, was not called for in order to achieve a fruitful exchange of views.

The production of information

Although it was agreed that the symposium could hardly deal with the general question of national research policy, much time was devoted to discussing research as an essential provider of relevant information for planning and decision-making in education.
Mr. Kinyanjui's paper dealt extensively with the role of social scientists in educational planning and decision-making on the basis of Kenyan experience. He stressed the importance of bringing researchers into the planning process, as well as into the process of implementing decisions. He also made a plea for more "advocacy research", engaging researchers more directly in the working out of alternative policies and their implementation

Mr. Carron in his paper (Conf. 803/12) dealt specifically with the interrelationship between research and policy-making, pointing to the frequent lack of policy relevance of more traditional academic research, and emphasizing

the need to get beyond the strait-jacket of quantifiable data. While discarding the traditional distinction between pure and applied research, he called for more action-oriented research efforts, aiming at broader participation in the production of relevant information.

Mr. Izquierdo in his paper (Conf. 803/13) underlined on the basis of Mexican experience the importance of independent research. Co-ordinating and directing research according to plan objectives cannot secure a broad enough basis for evaluating the plan and its implementation. How research is used is an essential question.

Mr. Gohar called for more use of university personnel in planning and decision-making, as well as in the professional handling of information.

Other participants were more sceptical about a too dominant role for research as the prime source of information relating to educational decisions, and towards the privileged role of researchers in educational policy-making apparently implied by such an emphasis upon research. There were many other, more direct channels that could bring relevant information to the attention of decision-makers, both on basic conditions in and around the educational system, and on views, interests, and values held by the different parties concerned.

Many participants from developing countries were strongly

concerned with development of their statistical services. Expertise in traditional statistical methods is not enough to ensure the collection of valid data under conditions prevailing in many such countries. It was also pointed out that in the same way as the language and reward system of the international research community tended to alienate it from effective communication within their own countries, international standardization of statistics might prevent the development of statistical data collection adapted to the particular needs of individual countries. As an example was mentioned the current concern by international organizations for social indicators, which might blunt their usefulness as an instrument for analysis at the national level due to exaggerated emphasis on international comparability.

Beyond the more systematic forms of data gathering through research and statistics, there is also the wide variety of information channels represented by mass-media, diverse national organizations and interest groups, informal contacts of all sorts, etc. This is perhaps the field in which the difference between information-rich and information-poor countries manifests itself most strongly. The point was made, however, that if such broadly based and many-faceted sources of information only had a bearing on policy decisions after being filtered through bureaucratic or scientific data processing, there is a danger of strong elitist biases in decision-making.

Information and participation

In all educational systems, decisions are made at various levels, although the degree of decentralization of decision making varies, as does the pressures allowed to bear upon such decisions wherever they are taken. This means that information problems occur at various points within the system and among its different sets of clients. The kind of decisions taken at various levels differ, and it is thus conceivable that one could discuss what kind of information is relevant for each decision making point. However, as pointed out by Mr. Soumelis of the OECD, there is no a priori basis for defining information needs of this nature. Judgements on information relevance can only be made in the decision makers' own terms, and cannot be decided centrally. Otherwise, apparent decision making power at lower levels may become fictitious.

Once more, the question of informal information flows was brought into the discussion. Local decisions based only upon formalized information channelled downwards within the educational system, would hardly be sufficient to permit the decentralization of genuine decision making power.

The emphasis on endogenous development could not logically stop by stressing aspects of national autonomy. It must also mean that conditions, attitudes and values held by ordinary people in the individual countries must

contribute to the shaping of national educational systems. Any information policy aiming at endogenous development would have to aim at bringing such attitudes and values to bear upon educational decisions. Although the symposium could not undertake a general analysis of information policies in their respective countries, several participants stressed the inadequacy of such policies based solely on information streams internal to the educational system.

It was also underlined by several participants that one way of bringing local information to bear upon education decisions, is to locate such decisions as close as possible to the parties concerned.
Channelling local information to the top of a decision-making hierarchy, either in order to have a maximum of decisions made there, or to have the information processed and disseminated downwards again, would in many cases lead to wasteful distortion of information, mistakes, and misrepresentation of genuine interests. However, as was brought out by many of the papers and interventions, the institutional conditions for alternative policies in this respect vary extensively from country to country, and can hardly be changed drastically in the short run.

International exchange of information.

The key-note for this part of the discussion was probably given by the secretariat when it raised the question how the Third World governments handle information flows accompanying aid. There are signs of declining interest in many forms of technical assistance. This is again probably related to an increased sceptisism about the appropriateness of many forms of transferred know-how to the conditions of the Third World.

Yet, there is no doubt about the need for international communication and exchange of information. The question is how to provide information more relevant for conditions in individual countries, and in forms which do not counteract the quest for more endogenous development and broad participation in decision making at the national level.

Mr. Chandler of the IBE referred to the outcome of the recent general conference of the IBE, dealing with the development of educational information systems at regional and global levels. Although the recommendations from the conference calls for the gradual development of a global information system, Mr. Chandler felt that a pragmatic approach to this goal would be appropriate. The important aim at this stage was the development of a body of functioning systems at the regional level.

A certain compatibility between such systems should be ensured in order to permit linkages. He stressed, however, the analogy with biological growth; the idea was not to establish a generalized system to be pushed upon countries.

Mrs. Deble of the IEDES pointed out that education is not a genuine scientific discipline. It was therefore complicated to fit educational information systems into the generalized system of scientific information that had been developed for a number of other scientific disciplines. Furthermore, the language problem was particularly difficult in many developing countries, preventing the effective use of international information systems, which by necessity would have to be limited to a few world languages.

Mr. Naumann of the Max-Planck Institut saw the role of international organizations as a crucial one in establishing linkages between scientific communities. He complained, however, about the tendency for statisticians in various countries to form a kind of "international statistics republic", which hampered their communication with national administrators and practitioners.

Several other participants stressed the limits to the effectivity of international information exchange through huge formalized information systems. Existing thesauri were not appropriate for national situations, and the lack of

selectivity made such systems less applicable to concrete national situations. Experience up till now would seem to indicate that in many countries, only a few would have the capability of utilizing such systems, and even fewer the inclination to do so.

Mr Pritchard had outlined in his paper (Conf. 803/4) a different kind of information network, linking a relatively limited number or researchers engaged in a specific field. Participation is voluntary, but conditioned by a willingness to contribute to the exchange. Mr. Grabe of ILO reported on the similar system built up by the ILO, and oriented towards a specific target group.

Considerable interest was expressed for more limited information networks of this kind. They could probably ensure better utilization of information than the larger systems. On the other hand, the small networks could only reach limited groups. Although operating with small overhead costs, they would still require high professional quality among those running the network, and they would probably only have a limited life span.

The idea of more limited <u>regional</u> networks had some appeal to several participants. It was felt that the regional offices of UNESCO might have a role to play in this context. Experience gained from the early stages of the development of educational planning in Europe was mentioned. With the help of the OECD, rather intensive

forms of collaboration between educational planners in the various countries was developed, partly in the form of personal contacts and partly through documentary exchange. Such informal networks might, at least for a period, serve useful purposes also in other regions.

The secretariat mentioned that the different parts of UNESCO, including the Regional offices for Education, all had information functions, and in this context especially the IBE, the IIEP and the Division of Educational Policy and Planning (EPP). As to the latter, it contributed to the establishment of informal communication networks through the regional conferences of ministers of education, and their preparatory and follow-up meetings, advisory services to Member States, through contacts with donor agencies, technical meetings, fellowships and policy studies. Some of these activities could conceivably lead to the establishment of somewhat more formalized, although relatively limited information networks.

Mr. Mandi warned against separate information systems for researchers and for policy-makers. He thought "consumers" of information should be brought together. Analytical bibliographies and newsletters might also be useful instruments.

Mr. Grabe pointed to the experience of international organizations that it was difficult to maintain budgets for specific information networking for a long time. The

value of such networks were clearly closely related to the ability of the international organization concerned to maintain its competence in terms of genuine knowledge of national problems. He had no faith in the compilation of international yearbooks and thought abstracting services too expensive. Preparation of "manuals" might lead into the trap of keeping local professionals from thinking, instead of provoking thought. A better basis for international networking would be a keen awareness of interesting national developments, that might spearhead new ideas.

Mr. Eide mentioned as an example the variety of information networks linking together the five Nordic countries. Ministers of Education would meet twice a year, and so would the heads of various parts of government administration in those countries. National media would collaborate extensively, and some two hundred Nordic organizations in the cultural field would have regular meetings and contacts. About fifty Nordic journals were in operation in different scientific fields, and hundreds of thousands of ordinary citizens would cross the borders every year. Such intensive forms of information flows, partly the outcome of a deliberate political process, could hardly be developed in all regions, but it might indicate some directions for the establishment of informal networks. And yet, educational policy decisions in all the Nordic countries would primarily be based on national information, rather than upon ideas borrowed from the neighbours.

The problem of matching diverging ideas on equality, participation and endogenous development with the possible forms of international information networking were taken up as a challenge by the symposium, as witnessed by the examples presented above of views expressed by different participants. Far from solving the problems, the discussions led after all to certain broad conclusions, shared by at least a majority of the participants:

Huge computerized information systems can only contribute marginally to national educational development, which primarily must depend on the emergence of a variety of national information streams with multiple sources. Most of the participants would probably not endorse the more extreme views expressed, that international organizations should forget about global information systems as soon as possible, but only few saw the further development of such systems as a major contribution to national policy making.

There was more interest in the development of several minor, semi-formal communication networks, with more limited subject coverage and target groups, and combining a variety of means, such as newsletters, documentation exchange, meetings and personal contacts. Such networks could link together individuals in a smaller number of countries with somewhat similar problems. Yet, even this approach could hardly meet the demand for wide partici-

pation of all the groups concerned with decision making in national educational systems. The top layers of national administration and research could certainly benefit, but the broader aims of national development policies could at best be served indirectly in this way.

Such networks might help to counteract predominant influences accompanying specific forms of aid to individual countries, especially when established between countries facing similar problems. They could assist in the development of national expertise, and hopefully also develop its critical capability. In relation to indiscriminately transferred information, certain forms of international training might have a similar effect, provided that emphasis was put on the ability of critical appraisal rather than the acquisition of certain cooking book receipts. This would require, however, not only a level of professional competance, but also insight in national situations, that was not always found in international bodies.

UNESCO's role.

The way the symposium was organized, the main emphasis was on exchange of experience and views on the national information situation as related to educational planning and decision making, and its relationship to international information exchange. Comments and suggestions concerning the specific role of UNESCO in this context came in more as a byproduct of the discussions, although the secretariat quite naturally wanted to get as much food for thought on its own role as possible.

The nature of the symposium made it less appropriate to aim at specific recommendations to UNESCO. Ideas and suggestions were put forward by individual participants, but there seemed no point in working towards the kind of compromises which might have formed the basis for unanimity. The suggestions mentioned below are therefore those of individual participants, often controversial, and sometimes clearly not shared by the majority of the participants.

When the chairman, Mr. Ekuban, stated that development of national information networks must have first priority, he clearly expressed the position taken by

practically all the participants. Assisting in the development of such national networks would thus be the prime task for UNESCO, as seen by the participants.

How this can be done was subject to diverging views, and no one pretended to have a full answer. Training of various types of personnel was mentioned, such as planners, information specialists, statisticians, administrators and teachers. Such training should perhaps preferably take place at the regional level, or within individual countries with international assistance. Other means of strengthening national institutions were also mentioned, including the retraining of personnel for new objectives.

There is a need to break away from professional forms of language, which tend to exclude most ordinary people from genuine participation in educational affairs. As to research activities, more qualitative research is called for, engaging people beyond narrow academic circles, and creating more basic understanding and awareness among people. Again the plea was made for UNESCO assistance, although no one could say exactly in what forms.

Identification and initiation of projects breaking new ground in such respects might be a task for UNESCO.

established between similar projects in different countries,and the experience brought to the notice of other countries.

Some suggestions were of a negative nature. UNESCO should not push too hard for the countries to link-up with huge international information systems. Countries should go slow on the development of a new profession of information specialists - except for journalists and librarians. International standardization of information - including statistics - should clearly be a secondary objective, subservient to the prime aim of developing national capability of information production suited to local conditions and purposes.

As UNESCO in many ways is facing new tasks in this field, the suggestion was made that studies should be undertaken of information streams influencing educational decision making in a number of countries. What kind of information is actually brought to bear on decisions at various levels? What is the origin of such information, who structures it and legitimatizes its relevance for decision making? This might provide a better basis for judging possible new tasks for UNESCO in this field.

UNESCO might assist in the development of more limited information networks embracing a number of related countries. A role as "match-maker" was foreseen, particularly for the regional offices. Linking institutions in several countries could also form the basis for fruitful networks.

It might be worthwhile for UNESCO to study existing information networks apparently functioning well, and at least to utilize the literature that has grown up about such networking and the conditions for its success.

The planners trained by IIEP already form the basis for a certain information network, and this could be developed further. In addition, the "blue" publication series of the Educational Planning and Policy Division might form the basis for a genuine information network, possibly more based on two-way communication.

Various forms of assistance for translation, and for the training in languages were mentioned, as well as the preparation of analytical bibliographies and state-of-the-art surveys on key subjects relating to educational planning and policy.

Underlying all this was a feeling that UNESCO must consistently secure updating of its personnel in terms of new problems and objectives as they emerge at the national level. Generalized theoretical insight as emerging from the international academic community is not sufficient, nor is the mastering of some general technics without genuine knowledge of the substance such technics should relate to.

All this did not by far amount to a program of action for UNESCO in the field of information for educational planning and decision-making. What came out clearly from the symposium, however, was the need for a redefinition of the tasks adopted by international organizations in this field. It will take many a symposium, and also more penetrating studies, to clarify what this new challenge means in operational terms for an organization such as UNESCO. To the extent the symposium was able to make a first step in orienting international and national thinking in this direction, its purpose was achieved.

ANNEX I

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SYMPOSIUM ON FUTURE PROGRAMMES OF INFORMATION
AND COMMUNICATION IN EDUCATIONAL POLICY AND PLANNING
Paris, 21-25 November 1977

LIST OF PARTICIPANTS

Participants

Name/Nom	Title & address/Titre et adresse	Country/Pays
K. EIDE	Director General Department of Research and Planning The Royal Ministry of Church and Education Oslo	Kingdom of Norway/ Royaume de Norvège
E.E. EKUBAN	Director (ag.) Institute for Educational Planning and Administration University of Cape Coast Cape Coast	Ghana/Ghana
S.A. GOHAR	Professor of Educational Planning Dean, College of Education Al-Azhar University Nasr City Cairo	Arab Republic of Egypt/République Arabe d'Egypte
N.E. KAKAMBA	Département du Plan Boîte postale 9378 Kinshasa	Republic of Zaire/ République du Zaïre
K. KINYANJUI	Institute of Development Studies University of Nairobi P.O. Box 30197 Nairobi	Kenya/Kenya
L. VAN LIMBURG	Ministerie van onderwijs en wetenschappen Nieuwe Uitleg 1 The Hague	The Netherlands/ Pays-Bas
P. MANDI	Head of Department Institute for World Economics The Hungarian Academy of Sciences H-1531 Budapest	Hungary/Hongrie
A. OKAMOTO	Director, Planning Division Ministry of Education 3-2-2 Kasumigaseki Chiyoda-Ku Tokyo	Japan/Japon
R. PRITCHARD	Network Coordinator School of Education University of California Berkeley	

Name/Nom	Title & Address/Titre et adress	Country/Pays
K.A. QUASEM	Member-Secretary The Foundation for Research on Educational Planning and Development (FREPD) I.E.R. Building, Rooms 1 and 2 Dacca University, DACCA	Bangladesh/ Bangladesh
H.A. SULAYTI	Ass. Undersecretary Ministry of Education P.O. Box 43 State of Bahrain	State of Bahrain/ Etat de Bahrein
J. ZAMURUJEV	Chief of the Scientific Information Division of the National Research Institute for Higher Education	U.S.S.R/U.R.S.S.

Observers & Representatives Observateurs & Représentants	Affiliation Affiliation
I. DEBLE	Institut d'étude du développement économique et social IEDES 162, rue St. Charles 5015 Paris France/France
A. DOUKOURE(Mrs.)	United Nations Information Centre c/o Unesco Paris France/France
A. DRUBAY	Confédération Mondiale des Organisations de la Profession enseignante 5, Chemin du Moulin CH-1110, Morges, Vaud Suisse/Switzerland
S. GRABE	International Labour Office ILO 4, route des Morillons CH-1211 Geneve 22 Suisse/Switzerland
A. ILJON (Miss)	Commission of European Communities 20 rue de la Loi Bruxelles 1040 Belgique/Belgium
J. NAUMANN	Max-Planck Institut Fur Bildungsforschung 1 Berlin 33 - Dalhem Lentzeallee 94 Federal Republic of Germany/ République Fédérale d'Allemagne
N. RAMIREZ	Délégué de la Fondacion Gran Mariscal de Ayacucho Attaché Culturel auprès de l'Ambassade du Venezuela 3, Av. Bertie-Albrecht 75008 Paris France/France
D. SAAB	Institut d'éducation Fondation culturelle européenne Université Dauphine 1, Place du Maréchal de Lattre de Tassigny 75116 Paris France/France

Observers and Representatives Observateurs et Représentants	Affiliation/ Affiliation
C. SOUMELIS	Administrator Directorate for Social Affairs Manpower and Education Organization for Economic Cooperation and Development 2 rue André Pascal 75775 PARIS CEDEX 16 France/France
L. VAN BELLINGHEN	United Nations Information Centre c/o Unesco Paris
L. VAN DER MOLEN	CESO/NUFFIC Badhuisweg 251 P.O. Box 90734 2509 The Hague The Netherlands/Pays-Bas
UNESCO	
B.K. KLUCHNIKOV	Director Division of Educational Policy and Planning
J. CHANDLER	Director International Bureau of Education Geneva
G. CARRON	International Institute for Educational Planning Paris
Dr. S. RAFAEL	Regional Office for Education in the Arab States
P. HOUNGHES	Regional Office for Education in Africa
H. REIFF	Secretary to the Meeting Chief, a.i. Conferences, Information and Studies Section Division of Educational Policy and Planning
K. TAYLOR	Division of Educational Policy and Planning
A. EVEZARD	Secretary
A. MARTIN	Secretary

UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION

SYMPOSIUM ON FUTURE PROGRAMMES OF INFORMATION
AND COMMUNICATION IN EDUCATIONAL POLICY AND PLANNING

Paris, 21-25 November 1977

TIME-TABLE[1]

Day	Time	Item of the Agenda	Relevant documents[2]	
Monday 21/11/77	10.30 am	1. Opening of the meeting	Secretariat	CONF.803/1
		2. Election of the President, Vice-President and Rapporteur	"	CONF.803/INF.1 INF.2, INF.3
		3. Introduction of the aims of the Symposium	"	CONF.803/2
	3.00 pm	4. Problems encountered by educational policy-makers and planners in obtaining and utilizing information relevant to educational development and change.	Kinyanjui Eide Ekuban Soljan	CONF.803/5 /6 /10 /REF.5
	6.00 pm	Cocktail		
Tuesday 22/11/77	10.00 am	4. (continued)		
	3.00 pm	5. Mechanisms at national, regional and international levels which could facilitate the dialogue between producers of educational development information (researchers, evaluators, statisticians, etc.) and its potential consumers at various levels of the decision-making process	Saleh Sulayti Mándi Quasem Okamoto IBE	CONF.803/3 /7 /8 /9 /11 /REF.1
"				
Wednesday 23/11/77	10.00 am	5. (continued)		
	3.00 pm	6. Ways and means to disseminate and select information relevant to educational policy, planning and management; the role of the international community as regards information networking	Secretariat Pritchard Carron IBE E.C.F.	CONF.803/2 /4 /12 /REF.2 /REF.7
Thursday 24/11/77	10.00 am	6. (continued)		
	3.00 pm	7. Role of Unesco in identifying and filling existing gaps in the diffusion and utilization of information in educational policy, planning and management.	Secretariat " "	CONF.803/2 /REF.3 /REF.4

Day	Time	Item of the Agenda	Relevant documents
Friday 25/11/77	10.00 am	7. (continued) and synthesis of discussions	
	12.30 pm	Closing session	

1/ Coffee/tea breaks (± 15 minutes) around 11.30 am and 4.30 pm

2/ Presentation to be limited to 15 minutes per paper

ANNEX III

UNITED NATIONS EDUCATIONAL,
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LIST OF DOCUMENTS

N°	Title/Titre	Author/ Auteur	Language/ Langue
WORKING DOCUMENTS/DOCUMENTS DE TRAVAIL			
ED-77/CONF.803/1	AGENDA/ORDRE DU JOUR	Secretariat	E/F
/1(a)	TIME-TABLE/EMPLOI DU TEMPS	Secretariat	E/F
/2	ANNOTATED AGENDA/ORDRE DU JOUR ANNOTE	Secretariat	E/F
/3	BETTER INFORMATION ON EDUCATIONAL POLICY AND PLANNING FOR GUIDING THE DECISION-MAKER - The role of information in educational decision-making in Malaysia COMMENT AMELIORER L'INFORMATION SUR LA POLITIQUE ET LA PLANIFICATION DE L'EDUCATION POUR FACILITER LA PRISE DE DECISIONS - Le rôle de l'information dans la prise de décisions relatives à l'éducation en Malaisie	Saleh	E/F
/4	ORGANIZING AN INTERNATIONAL INFORMATION NETWORK IN EDUCATION: PROCESS AND PROBLEMS ORGANISATION D'UN RESEAU INTERNATIONAL D'INFORMATION SUR L'EDUCATION : PROCESSUS ET PROBLEMES	Pritchard	E/F
/5	THE RELEVANCE AND USE OF RESEARCH AND INFORMATION FOR DECISION-MAKING IN EDUCATIONAL DEVELOPMENT - A FOCUS ON AFRICA UTILITE ET USAGE DE LA RECHERCHE ET DE L'INFORMATION POUR LES DECISIONS CONCERNANT LE DEVELOPPEMENT DE L'EDUCATION: LE CAS DE L'AFRIQUE	Kinyanjui	E/F

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N°	Title/Titre	Author/ Auteur	Language/ Langue
ED-77/CONF.803/6	THE USE OF INFORMATION IN THE DECISION-MAKING FOR EDUCATIONAL DEVELOPMENT IN NORWAY	Eide	E
/7	FLOW OF INFORMATION AND COMMUNICATION IN EDUCATIONAL PLANNING AND POLICY-MAKING IN BAHRAIN	Sulayti	E
/8	FLOW OF EDUCATIONAL INFORMATION IN HUNGARY	Mándi	E
/9	NATIONAL PATTERNS OF INFORMATION FLOW IN EDUCATIONAL PLANNING AND POLICY-MAKING IN BANGLADESH	Quasem	E
/10	INFORMATION AND COMMUNICATION IN EDUCATIONAL POLICY AND PLANNING (A CASE STUDY OF GHANA)	Ekuban	E
/11	INFORMATION FLOWS AND EDUCATIONAL POLICIES : THE CASE OF JAPAN	Okamoto	E
/12	REFLEXIONS SUR LES RAPPORTS ENTRE RECHERCHE ET PRISE DE DECISION SOME THOUGHTS ON THE RELATIONSHIP BETWEEN RESEARCH AND DECISION-MAKING	Carron	F/E
/13	INFORMATION FLOW FROM RESEARCH ON EDUCATIONAL PLANNING IN MEXICO	Izquierdo	E
/14	INFORMATION IN EDUCATIONAL POLICY AND PLANNING (THE CASE OF EGYPT)	Gohar	E
/15	THE USE OF INFORMATION IN DECISION-MAKING ON EDUCATIONAL DEVELOPMENT IN THE NETHERLANDS	v. Limburg	E
/16	THE WAYS OF THE IMPROVEMENT OF THE SYSTEM OF THE SCIENTIFIC AND TECHNICAL INFORMATION IN THE FIELD OF HIGHER AND SECONDARY SPECIALIZED EDUCATION IN THE U.S.S.R.	Zamurujev	E

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N°	Title/Titre	Author/ Auteur	Language/ Langue
INFORMATION DOCUMENTS/DOCUMENTS D'INFORMATION			
ED-77/CONF.803/INF.1	GENERAL INFORMATION	Secretariat	E
/INF.2	LIST OF DOCUMENTS/LISTE DES DOCUMENTS	Secretariat	E/F
/INF.3	LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS	Secretariat	E/F
REFERENCE DOCUMENTS/DOCUMENTS DE REFERENCE			
ED-77/CONF.803/REF.1	THE PROBLEM OF INFORMATION AT THE NATIONAL AND INTERNATIONAL LEVEL WHICH IS POSED BY THE IMPROVEMENT OF EDUCATIONAL SYSTEMS LE PROBLEME D'INFORMATION A L'ECHELON NATIONAL ET INTERNATIONAL QUE POSE L'AMELIORATION DES SYSTEMES D'ENSEIGNEMENT	IBE/BIE	E/F
/REF.2	INTERNATIONAL INFORMATION NETWORKS AND THEIR ROLE IN THE TRANSFER OF EDUCATIONAL EXPERIENCE LES RESEAUX INTERNATIONAUX D'INFORMATION ET LEUR ROLE DANS LE TRANSFERT DE L'EXPERIENCE ACQUISE EN MATIERE D'EDUCATION	IBE/BIE	E/F
/REF.3	TOWARDS AN INVENTORY OF NATIONAL, REGIONAL AND INTERNATIONAL NETWORKING IN EDUCATIONAL POLICY, PLANNING AND MANAGEMENT	Secretariat	E
/REF.4	ACCESSION LIST OF THE EPP "REPORTS AND STUDIES" SERIES	Secretariat	E
/REF.5	THE CONCEPT OF SELF-MANAGEMENT AND THE SOCIO-ECONOMIC BACKGROUND OF DECISION-MAKING IN EDUCATION: THE YUGOSLAV MODEL	Soljan	E
/REF.6	FINAL REPORT OF THE INTERNATIONAL CONFERENCE ON EDUCATION (36th Session, 1977) - (not yet published)	IBE	
/REF.7	INFORMATION NOTE ON THE ACTIVITIES OF THE INSTITUTE OF EDUCATION OF THE EUROPEAN CULTURAL FOUNDATION		E
/REF.8	NOTE D'INFORMATION CONCERNANT LES ACTIVITES DE L'I.E.D.E.S. de L'UNIVERSITE DE PARIS I	Deblé	F
/REF.9	THE OECD AS A COMPONENT OF NATIONAL AND INTERNATIONAL INFORMATION SYSTEMS IN THE FIELD OF EDUCATIONAL POLICY AND PLANNING	Soumelis	E

N°	Title/Titre	Author/ Auteur	Language/ Langue
	NOTE WITH REGARD TO THE WORK OF THE WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION (WCOTP) IN THE FIELD OF INFORMATION		
	LES ACTIVITES DE LA CONFEDERATION MONDIALE DES ORGANISATIONS DE LA PROFESSION ENSEIGNANTE (CMOPE) DANS LE DOMAINE DE L'INFORMATION	WCOTP/ CMOPE	E/F